



Lawrence North High School English Department
Summer Reading for Senior Courses—2017



LNHS *requires* summer reading for *all* English classes. Below is a brief description of the summer reading expectations for grade 12 classes. More specific assignment details can be found on the school website. Please be sure to complete the summer reading assignment for the English class you are scheduled to take in the fall.

Course Name	Expected Title(s)	Author	Assignment	ISBN
Composition/ World Literature	Student will read one (1) FICTION <u>or</u> one (1) NON-FICTION book or novel of the student's choosing. See school website for list of suggested titles.	Student Choice. See school website for list of suggested titles.	Complete the "Composition/ World Literature Fiction/ Non-Fiction Summer Reading Journal Assignment". See assignment guidelines below for details.	
All ACP Courses	Choose <u>one</u> of the titles listed in the assignment guidelines.	See choices in assignment guidelines or the school website.	Complete the "ACP Summer Reading Assignment". See assignment guidelines for details.	See assignment guidelines
IB/AP Language and Composition	<i>In Cold Blood</i>	Truman Capote	Complete the "AP/IB Language & Composition Summer Reading Assignment". See assignment guidelines for details.	978-114118257-5
IB/AP Literature and Composition	<i>The Yellow Birds</i>	Kevin Powers	Complete the "IB/ AP Summer Reading Journal Assignment". See assignment guidelines for details.	13: 9780316219341

~Composition/ World Literature Fiction/ Non-Fiction Summer Reading Journal Assignment ~

Students will read one (1) FICTION or one (1) NON-FICTION book or novel of students' choosing and then complete the journal entry assignment below. **The summer reading assignment is due the first day of class.** A sample journal response is on the next page.

***NOTE:** Make sure to read instructions for each entry carefully. Your responses should focus on being insightful to showcase your learning and understanding. Therefore, pay particular attention to your word choice; be specific and detailed, not vague or generic. Your responses should clearly reflect your reading of the book you chose. Additionally, when writing about a text, make sure to keep verbs in the present tense [**EXAMPLES:** Smiley *writes* about..., The children *discover* their father..., Although she *disagrees* with her mother, they *come* to a compromise...].

Choose and respond to **five (5) of the following journal entries.** Type or neatly handwrite your responses. Please type/ handwrite each journal entry on a separate sheet of paper. Be sure to include the title and author of your chosen book at the top of each page.

Journal Entry Options: Please choose five (5)

Option #1: Type/ write a brief summary of the book's plot. Include the italicized title and the author's name, the setting, the main characters, examples of conflict, and the resolution. (½-1 page)	Option #5: Identify a passage that you were able to relate to or connect with personally. Type/ write the passage, parenthetically cite it, and discuss the connection you made. (½ page)
Option #2: Identify a passage from the text which conveys a major theme in the book. Type/ write the passage and parenthetically cite it [put the author's last name and the page number of the passage in parentheses: (Lee 29)]. Then, discuss how this passage conveys the text's theme. (½ page)	Option #6: Identify a passage that reflects the author's purpose. Type/ write the passage, parenthetically cite it, and discuss what you consider to be the author's purpose. Consider mentioning the conflict, character development, word choice, or figurative language that contributes to the author's purpose. (½ page)
Option #3: Identify 3 passages from the text that include some use of figurative language: simile, allusion, analogy, metaphor, and personification. Type/ write each passage, parenthetically cite it, and discuss the purpose of the figurative language in each quotation. (½ page)	Option #7: After reading the entire book, reflect on how the author chose to structure the story. Consider the beginning, how it progresses, when/where there are chapter divisions or breaks in scenes, what scenes the author skips, what scenes are told in great detail, when (if any) there is flashback, foreshadowing, and/or flash forward, how/when the book ends. (1 page)
Option #4: Identify a passage that gives you insight into the narrator (or the author). Choose a passage that is intriguing or maybe even confusing—not something obvious and straightforward. Type/ write the passage, parenthetically cite it, and discuss your impression of the narrator based on the passage. (½ page)	Option #8: Identify a passage from the text that focuses on characterization of someone other than the narrator. Choose a passage that is intriguing or maybe even confusing—not something obvious and straightforward. Type/ write the passage, parenthetically cite it, and discuss your impression of the character based on the passage. (½ page)
Option #9: Rate the book on a scale of 1 to 10 (10 being the highest). Account for your rating. Make a recommendation for what kind of readers might enjoy this book. (½ page)	

~Composition/ World Literature Summer Reading Journal Response Sample~

****Note:** Each of your journal responses should be as thorough, thoughtful, and insightful as the sample below.

Example of an analytical paragraph using the RACE METHOD

In “The First Betrayal,” Patricia Bray uses third person limited narration to reveal that allowing fear to dictate our actions cripples our chances for survival. Josan is a young boy in a lighthouse with a raging storm outside. He is cold and afraid as darkness closes in around him. The first example where the narration reveals connection between fear and survival occurs when the narrator mentions that Josan’s “hand trembled so much that it took three times to relight the wick” (ln. 9). By mentioning that Josan’s hand trembles so much that it takes “three times” to light the candle, the author illustrates how Josan is trying to battle his fear. The trembling is the outward example of his fear, but since he is able to light it, he has overcome his fear for the moment. The narrator also shows that when “strange drafts swirl inside the tower,” Josan draws his “knees to his chest” (ln. 34). Here the narrator shows Josan is fearful and has rolled himself into a ball. He is blocking out everything else and does not seem to be able to take action. At the end of the passage, the narrator mentions that Josan “could almost taste the terror as it rose” and that it “threatened to overtake him” (ln. 57). The passage ends with him attempting to fight his fear, but the fear is engulfing him and overpowering him. Sitting in the cold darkness, he let his fear become greater than his need for survival.

ACP W 131 Advanced Composition Summer Reading Assignment

2017 Summer Reading Assignment

Dear Student:

In order to prepare for the rigors of W131, you will read a minimum of one nonfiction text over the summer, respond to it with written journal entries, and be prepared to share your observations and insights with your classmates the **third** class in August. The purpose of this assignment is twofold: 1) to ease you into close reading of the challenging nonfiction articles we will be summarizing, analyzing, and critiquing in ACP, and 2) to advertise possible nonfiction options for your classmates, since you will be required to read another nonfiction book the first term of W 131.

Note the requirements for this **25 point** assignment:

- Texts often included in high school classes, such as *Night*, *In Cold Blood*, *The Devil in the White City*, are not options.
- Read and record five (5) typed, double-spaced Times New Roman 12 pt. font journal entries over the text. The responses should be a MINIMUM of a half a page.
- Include an **MLA WORK CITED ENTRY** for the book: (1) author, last name first (2) title of book (3) publication information—place: publisher, latest copyright (4) date of original publication, if republished, (5) make sure to format with hanging indentation. Follow punctuation guidelines. See sample below:

Works Cited

Wiencek, Henry. *The Hairstons: An American Family in Black and White*. 1999. St.

Martin's Press, New York.

Journal Entries #1, 2, & 3: Describe the narration of three different sections of the text: the opening, the middle, and the conclusion. For each section, identify if it is first person or third person, and its tone. Is it outraged, whimsical, admiring, objective, puzzled, smug, level-headed, or..? Include cited examples as evidence of your assertions. Then, from the identified tone, discuss what you infer, what you sense the author is communicating about the topic, or possible biases.

Example of how to begin journal entries 1-3: In the first chapter of *The Emerald Mile* by Kevin Fedarko, the journalist narrator describes the Grand Canyon as “bewitching,”(1) indicating a tone of admiration for nature, hinting at the author’s bias towards environmentalists.

Journal Entry # 4: Note and comment on an observation or fact which intrigued, puzzled, angered...or somehow impacted you. Your response should include why you found this particular excerpt significant. Quote and cite the element.

Example of journal entry 4: “This was the reason why, among all of the outfitters and boatmen, the oarsmen were considered the aristocrats of the canyon. Motor guides made considerably more money, moving swiftly downstream, racking up one six-day trip after another and merrily pocketing their tips at the end of each run. But the motor trips rarely had layover days; they moved too fast to linger, and the most you might get would be an extra morning or afternoon. The oar guides’ wealth was envied because their riches were calibrated not in dollars but in time” (Fedarko 165).

This observation that having the time to savor the beauty of the Grand Canyon is more valuable than money follows a description of the oar guides being able to “nap amid a bed of hellebore orchids and scarlet monkey flower” and seeing “a Puebloan granary stuffed with dried cobs of corn that had been harvested when Saracens were battling Crusaders”(165). This idea that experiencing the beauty of this area and recognizing its historical significance is as valuable, if not more so, than monetary rewards, resonates with me. Also, the images painted

by Fedarko's words are so vivid that I almost feel the satisfaction of the oarsmen who prefer savoring nature to rushing through it; this focus on the riches provided by nature appeals to me.

Journal Entry # 5: Take a stance on the purpose of this text. Is it primarily persuasive, entertainment, or informative? Consider that the text probably combines persuasive, entertainment, and informative elements. Consider including biographical information about the author which may bolster your claim.

Example of journal entry 5: Although writing *Night* was probably cathartic for Wiesel, according to the Nobel Peace Acceptance Speech he delivered in 1986, his primary purpose in writing the book was to prevent future genocides. He states that people need to be aware of the cruelty humans are capable of committing in order to be alert against possible inhumane acts. His memoir serves as a reminder that not taking action can allow evil to flourish. He did not record incidents of babies being "used as targets for the machine guns"(Wiesel 6) and the tale of Mrs. Schachter's mental breakdown (24) for gratuitous reasons; he provided such disturbing visuals to **inform** his readers and **persuade** them so that they will not stand by passively in the event situations such as the Holocaust reappear.

Nonfiction List Suggestions:

Options include, but are not limited to the books listed below. If you are unsure whether or not a book you are considering is acceptable, please email me at elizabethmasur@msdlt.k12.in.us, and I will respond.

- *Catch Me If You Can* by Frank Abagnale
- *The Perfect Mile* by Neal Bascomb
- *A Long Way Gone—Memoirs of a Boy Soldier* by Ishmael Beah
- *A Shining Season* by William J. Buchanan
- *Marriage, a History: How Love Conquered Marriage* by Stephanie Coontz
- *A Strange Stirring: The Feminine Mystique and American Women at the Dawn of the 1960's* by Stephanie Coontz
- *Bossypants* by Tina Fey
- *Along the Enchanted Way* by William Blacker
- *After the Fire* by Robin Gaby Fisher
- *What the Dog Saw: And Other Adventures* by Malcolm Gladwell
- *The Lost City of Z* by David Grann
- *Bitter Lemons* by Lawrence Durrell
- *The Butler, a Witness to History* by Wil Haygood
- *The Narrow Door* by Paul Lisicky
- *Disregard First Book* by Terry Martin Hekker
- *Wins, Losses and Lessons* by Lou Holtz
- *Sailor and Fiddler* by Herman Wouk
- *Steve Jobs* by Walter Isaacson
- *Surviving the Angel of Death* by Eva Kor
- *The Lovers: Afghanistan's Romeo and Juliet* by Rod Nordland
- *Into Thin Air* by Jon Krakauer
- *Where Men Win Glory* by Jon Krakauer
- *The Sound of Gravel* by Ruth Wariner
- *Moneyball* by Michael Lewis
- *One Breath* by Adam Skolnick
- *A Night to Remember* by Walter Lord
- *When Breath Becomes Air* by Paul Kalanithi
- *The Journalist and the Murderer* by Janet Malcolm
- *I am Malala* by Malala Yousafazi and Christina Lamb
- *Angela's Ashes* by Frank McCourt
- *Lucky* by Alice Sebold
- *127 Hours* by Aron Ralston
- *The Right Kind of Crazy* by Adam Steltzner

~IB/AP Language & Composition Summer Reading Assignment~

Lawrence North High School
AP/IB Language and Composition
Summer Reading Assignment

A Special Note to Parents: In choosing books, the National Council of English Teachers advises teachers to “consider the contribution which each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal to adolescents.” The criteria for choosing a book to be read by an entire class are somewhat different from the criteria for choosing works to be read independently. As most books of literary merit deal with the nature of humanity, each may contain what some believe to be controversial material; however, the NCTE Course of Study encourages students to read widely from a variety of different cultures and backgrounds. Hence, we encourage parents to assist in reading and working with the text and even to read simultaneously to discuss issues or values that might raise concerns.

A Special Note to TRANSFER STUDENTS: We will accept a summer assignment that you prepared for another school for extra credit, but you must provide this assignment as well. Since this novel is used during the first 2-3 weeks of the school year for instruction, you will still need to read the novel assigned here and complete various in-class assignments (including discussion, collaborative work, and an essay).

OBJECTIVE: We believe that we learn to read by reading—and that this close-reading assignment offers an opportunity for students to cultivate their reading skills by engaging with literature on many levels: personal, analytical, and critical. This will help prepare you for the analysis essay you will write within the first few weeks of class. The analysis will ask you to write about a passage in terms of its importance to the novel, impact on plot and character development, literary elements, style, figurative language, etc.

YOUR ASSIGNMENT: *In Cold Blood* by Truman Capote

The assignments are designed to help you learn and practice the close reading techniques and the critical reading skills important not only to becoming successful AP students, but also to experiencing the intrinsic rewards of reading interpretive fiction. Your ultimate goal is to comprehend much more than just what happens; you must learn to develop commentaries that reveal how the author uses diction, style, structure, and literary elements to convey meaning.

INSTRUCTIONS AND FORMAT: The following assignments will be completed in a **Microsoft Word** document or **Google Doc** double spaced in 12 point font. The assignment is **due on the third day** of class and will be **submitted to turnin.com**. (I will show you how to submit it on the first day of class) **Your OWN personal responses MUST be a thorough and thoughtful analysis reflecting YOUR close and critical reading of the book.** NOTE: It can be set up as a chart, but it does not have to be in a chart format.

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***In Cold Blood* Assignments:**

****Note: There are 3 parts**

Part 1: Work Cited Entry

At the top of your paper, create an **MLA WORK CITED ENTRY** for the book.

Author's last name, first name. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

Example: Conrad, Joseph. *Heart of Darkness*. 1902. Mineola, New York: Dover Publications, 1990. Print.

Part 2: Close Reading

Passage identifications and responses. See the chart for the specific requirements.

Part 3: Theme Work

Part 2: Specific Directions for the Close Reading

Entry # & Skill Focus	Textual Evidence	Response Prompts
	For each passage: A. Record the passage OR Highlight the in your book (unless otherwise noted) B. RECORD PAGE #	
1. Setting and Tone:	Passage that describes <u>Capote's</u> attitude toward the town of Holcomb .	Provide at least one specific adjective to describe Capote's attitude toward the given subject; then, explain how the selected passage supports that interpretation.
2. Characterization and Tone:	Passage that describes <u>Capote's</u> attitude the Clutter Family (collectively or individually) .	Provide at least one specific adjective to describe Capote's attitude toward the given subject; then, explain how the selected passage supports that interpretation.
3. Characterization and Tone:	Passage that describes <u>Capote's</u> attitude toward Perry Smith .	Provide at least one specific adjective to describe Capote's attitude toward the given subject; then, explain how the selected passage supports that interpretation.
4. Characterization and Tone:	Passage that describes <u>Capote's</u> attitude toward Dick Hickock .	Provide at least one specific adjective to describe Capote's attitude toward the given subject; then, explain how the selected passage supports that interpretation.
5. RHETORIC: A. Parallelism B. Repetition C. Figurative Language	Find 1 example of parallelism inside a sentence Find 1 example of repetition Find an example (each) of personification, metaphor, simile, hyperbole, understatement	explain how it connects the 2 elements and what its effect is on the meaning of the passage explain its use and effect on meaning of the passage
6. IMAGERY: It is important in the novel for the readers to see characters, motivation, events, places, etc. as "real." Authors use imagery (details that appeal to the 5 senses) to draw the reader into the experience of the novel.	Choose 5 images from throughout the book AND indicate what sense(s) they appeal to. You must type each image within your paper. Be sure to use quotes around EACH sentence and provide the page number using parenthetical documentation. NOTE: Each sentence MUST be lettered. Each new image should start on a new line.	Write 2-3 sentences that explain how each of these images affect the reader during this section. Be sure to label each response A-E.

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Part 3 Specific Instructions

Find 2 key passages for each of the following themes. Document the passages by writing the first five words of each passage in quotation marks and the page numbers. Then for each theme write a paragraph explaining how the passages reveals the particular theme.

- a. Justice and Punishment
- b. Nature vs Nurture
- c. Fate vs Free will
- d. The corruption of the American Dream

~IB/ AP English Literature & Composition ~

Summer Reading Journal Assignment

Dear student,

You have enrolled in one of our most advanced senior-level English courses next year at Lawrence North High School. That indicates that you are among the top students in your class in the area of English studies. Congratulations!

To prepare for the rigors of this course, your first requirement is to read a novel and complete the journal activity this summer. Please purchase and read *The Yellow Birds* by Kevin Powers. This book may be purchased at any area bookstore or via the Internet.

As you read, record your thoughts about the novel in the form of a reader's journal. For this journal, choose 10 significant passages. The passages can be various lengths, but each should be a minimum of 3 sentences. There should be some taken from the beginning of the book, some from the middle chapters, and some from the end. Significant passages might reveal character insight, plot development, theme, symbolism, or examples of irony. Copy the passages directly from the book and include the page number. Then, record your thoughts, opinions on, and questions about those passages in at least one 5-sentence paragraph for each passage. In other words, tell why the passage is significant. Be sure to also focus on the sentence structure, tone, imagery, and the author's choice of words. **Push your thinking to go beyond simply summarizing what is happening in each passage.** Each journal entry should be typed. In addition to your journal, be prepared to take an objective test over the book during the first weeks of the semester. **Your journals are due the third day that the class meets this fall.**

Although *The Yellow Birds* is the only required summer readings for this course, we also strongly recommend that you read other pieces of literature as well. There are several lists of books recommended for college bound students. Many of these lists are available on the Internet. We recommend looking at the American Library Association's lists at www.ala.org or the Indianapolis-Marion County Public Library's list at www.imcpl.org and then choosing your readings from those. You will not be required to compose any journal entries based on these readings, but doing so may further deepen your understanding and appreciation of these books.